

Transitioning from the Indiana Academic Standards (IAS) to the Common Core State Standards (CCSS): Assessment Guidance

Opportunity to Learn

From an assessment perspective, transitioning to the CCSS necessitates a focus on “Opportunity to Learn.” Opportunity to Learn (OTL) refers to equitable conditions or circumstances within the school or classroom that promote learning for all students. OTL includes curricula, learning materials and instructional experiences. In short, OTL supports student success by ensuring student access to both content and instruction.

Opportunity to Learn is both a moral imperative and an ethical responsibility on the part of educators. “Using OTL standards as a guide, students can measure whether they have a realistic shot at learning the subjects the state requires and whether they will have a fair chance to compete for college,” (UCLA’s Institute for Democracy, Education, & Access, 2003).

Indiana teachers have a two-fold obligation with regard to OTL. First, teachers must provide students with OTL for Indiana Academic Standards and Indicators that are assessed in the classroom and on ISTEP+. Second, and just as important, teachers must provide OTL in terms of the CCSS content that students must learn in preparation for college and careers, as measured by the new CCSS assessments.

Assessing Student Learning

In an effort to empower teachers and assist with the transition to CCSS, the Office of Student Assessment has created “Assessment Guidance” documents for grades 3-8. All of the Indiana Academic Standards and Indicators represent valuable content, and a number of those Indicators are assessed on ISTEP+. Other Indicators are best assessed in the classroom through a variety of assessment methods, including teacher observation, student presentations, and teacher-developed quizzes and tests. The Indicators assessed on ISTEP+ are identified on the documents with a “✓”; those assessed in the classroom are acknowledged with a clipboard symbol (☐).

Emphasis on Instruction

The Assessment Guidance also communicates instructional priorities with regard to the CCSS. Specific content that has been identified as *essential* for building the foundational skills required in the CCSS is incorporated at each grade level. The OTL for this essential content only exists at the particular grade level in the school year designated. If essential content is not taught, students will experience a gap in learning. As there is risk to future learning if essential content is not taught and learned, it is important to note that **mastery of essential content is critical**. The instructional priorities play a key role in student success on the CCSS accountability assessments, which begin in 2014-15.

Assessment Guidance 2011-12
English/Language Arts – Grade 7

✓ = ISTEP+

☒ = Classroom Assessment

Standard 1 Vocabulary		Standard 2 Informational Text		Standard 3 Literary Text		Standard 4 Writing Process		Standard 5 Writing Applications		Standard 6 Language Conventions	
7.1.1	✓	7.2.1	✓	7.3.1	☒	7.4.1	☒	7.5.1	✓	7.6.1	✓
7.1.2	✓	7.2.2	☒	7.3.2	✓	7.4.2	✓	7.5.2	✓	7.6.2	✓
7.1.3	✓	7.2.3	✓	7.3.3	✓	7.4.3	✓	7.5.3	☒	7.6.3	✓
		7.2.4	✓	7.3.4	✓	7.4.4	☒	7.5.4	✓	7.6.4	✓
		7.2.5	✓	7.3.5	✓	7.4.5	✓	7.5.5	✓	7.6.5	✓
		7.2.6	☒	7.3.6	☒	7.4.6	☒	7.5.6	✓	7.6.6	✓
		7.2.7	✓	7.3.7	✓	7.4.7	☒	7.5.7	✓	7.6.7	✓
		7.2.8	✓	7.3.8	✓	7.4.8	✓			7.6.8	✓
		7.2.9	✓	7.3.9	✓	7.4.9	✓			7.6.9	✓
		7.2.10	✓			7.4.10	✓			7.6.10	✓

Instructional Notes:

Common Core State Standards (CCSS)
2011-12 Instructional Priorities
Grade 7

All of the CCSS represent essential content that must be taught in English/Language Arts to avoid gaps in student learning. The following examples illustrate content that must be mastered to ensure student success.

1. By the end of the year, read and comprehend literary nonfiction in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RI.10) / By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10)
See ICCSS Appendix B: Text Exemplars and Sample Performance Tasks:
[http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish/Appendix B All.pdf](http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf)
2. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RI.1, 7.RL.1) *Note: This extends IAS 7.2.6.*
3. Research:
 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions to further research and investigation. (7.W.7)
 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7.W.8)
 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).
 - b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”). (7.W.9)
4. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented. (7.W.1)